



EDC/NAS 365: American Indian Education: History and Best Practices

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Office hours: 9:00-3:00 Tuesday and Thursday

Course Description:

This course examines the forms of traditional American Indian education, historic federal boarding schools, and sectarian and public school approaches to American Indian education. Federal educational policies are reviewed, including 1930's Indian school reform, 1960's community control, civil rights related developments, and 1970's tribal control of education. American Indian education best practices include approaches to language and culture issues, intergenerational learning, dropout prevention, American Indian student educational experiences, and pedagogical practices that work best with Indian students.

Course Objectives:

1. This course will provide a spectrum of sources on best practices, or what works in the classroom, with American Indian students as well as with all other students.
2. This course will provide an overview of contemporary educational approaches to American Indian students and their successful learning in the classroom.
3. This course will provide many opportunities for the exchange of ideas and insights among class members to build upon and expand our perspectives on best practices in American Indian education.
4. This course will provide an overview and specific resources for students regarding 20-1-5-1, MCA.

General Course Policies:

1. Assignments are expected to be turned in on time. This will always be ten p.m. of the assigned date. This includes postings and submissions to the assignment dropbox. Assignments are to be turned in as a Word document attachment. The instructor can be contacted via email through the class or at schmitzs@rocky.edu.

Grading:

Grading in this course will be based on a point system specified in the items below.

1. Article Reviews - submit 5 written article reviews. There are 10 articles from which to choose your own 5, which can all be found in the "articles" link under the course menu. Each review must be submitted as a Word attachment. Responses should not be typed into the body of an email message. Aim for 400-500 words, or one full single-spaced page, per response. See more detailed information on the homepage.
2. K-12 Curriculum Guide Review - review EITHER Section I, Language Arts, pages 3- 20, OR Section II, Science, pages 29-51, OR Section III, Social Studies, pages 59-120 in the "K-12 Curriculum Guide"
3. Book Review
4. Lesson Plan – create a lesson plan which demonstrates the knowledge gained about best practices for American Indian students.

Point Scale:

1. 5 article reviews, 400-500 words each, 100 points each = 500 points
2. 10 Discussions 10 points each = 100 points
3. "K-12 Curriculum Guide" review, 400-500 words = 100 points
4. Written response to book in item #4 above = 100 points
5. Lesson Plan = 100 points

There are 900 points possible. 90% of those points earn an A, 80% earns a B, and 70% earns a C.

OPI/PEPPS Table for Syllabi
NAS/EDC 365: American Indian Education: History and Best Practices

STANDARDS	COURSE
	OUTCOMES
<u>10.58.307 DIVERSITY</u>	
(1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the Montana American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K-12 schools.	#1
	#2
	#3
	#4
(a) The unit clearly articulates the proficiencies that program, curriculum, and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by	#1
	#2
	#3

<p>cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.</p>	
<p>(b) Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.</p>	
<p>(c) Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content</p>	

areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.	
(d) Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)	